



# SPECIAL EDUCATION MAJOR

## WITH DUAL PRE-K – GRADE 4 CERTIFICATION AND SPECIAL EDUCATION PRE-K - 8 CERTIFICATION

The mission of the Early Childhood Special Education (EC-SPED) certification program at Moravian College is to prepare knowledgeable and competent professionals who become educational leaders. We provide a comprehensive approach to mentoring pre-service teachers through current research and teaching. Early childhood special education certification candidates are required to complete professional courses in both early childhood education, special education, and two electives (one in Sociology and one in Psychology) for teacher certification, and a sequence of field experiences that are developmentally appropriate, directly aligned to education coursework, and occur in a variety of diverse educational settings. Moravian's early childhood special education pre-service teachers are knowledgeable about the organization and philosophy of early childhood special education, developmentally appropriate practices, child development pre-birth to fourth grade, pre-kindergarten through fourth grade curriculum, strategies and skills for effective teaching and management both children with typical and special education needs, the use of data to inform instruction and intervention, current skills in the use of educational technology, and the design of successful responsive interventions for individual children. Courses are designed to align with PDE ECE and SPED competencies and professional competencies of the National Association of Education of Young Children (NAEYC) and the Council of Exceptional Children (CEC). The Early Childhood Special Education certification program prepares educational professionals who are capable to serve a diverse population of children and their families in a wide variety of educational settings. For each course there are specific content material offered and experienced, but there are a number of principles that will be prevalent throughout the ECE-SPED certification program. These principles include, (1) It is a given belief that all children can learn and it is the educational program and setting that must be altered to support the learning of each individual student and his/her family, and (2) Developmentally appropriate practice and empirically-based research and learning will be the bases for all course work and experiences. PA Early Learning Standards (Birth to PreK), PDE state standards (Pre K-4), and PDE state standards special education (PreK-8) has been incorporated in the content of all professional courses to foster development and learning of young children and young adults.

### Major Requirements

Students seeking certification in early childhood and special education must complete all required education courses as well as the College's program of general education (Learning in Common). Students should consult with departmental advisors for details concerning the self-designed major and certification requirements. Special education certification candidates must complete the following course sequence with a cumulative Quality Point Average of at least 3.00 with no more than three letter grades less than B-, Final Portfolio, and Praxis in Early Childhood and Special Education.

### Professional Early Childhood Education Courses Required for Dual Certification

#### Recommended for the freshman year

- EDUC 100.2 Intro. to the Education of English Language Learners (fall)
- EDUC 160 Culture, Community & Diversity: Intro. to Critical Pedagogy (spring; 40 hour Stage 1&2 Field Experience/ fulfills M3)
- EDUC 214.2 Music and Movement (spring)

#### Recommended for the sophomore year

- EDUC 210 Child Development & Cognition I (fall, 40 hour Stage 1&2 Field Experience)
- EDUC 213.2 Imagination & Creativity in Young Children (fall)
- EDUC 216 Early Childhood Theories, Practices, & Family Partnerships (fall)
- EDUC 244 Including Students with Disabilities (fall)
- EDUC 211 Child Development & Cognition II (spring, 40 hour Stage 1&2 Field Experience)
- EDUC 222 Emerging Language & Literacy, PK-Grade 4 (spring, Educ 211 Co-requisite)

#### Recommended for the junior year

- EDUC 312 Data Driven Analysis & Decision Making in ECE (fall)
- EDUC 323 PK-Grade 4 Inst. Strategies for Scientific Reasoning (fall with 358.2)
- EDUC 324 PK-Grade 4 Social Studies (fall with 358.2)
- EDUC 358.2 Pre-Student-Teaching Field Experience (fall, 75 hour Stage 3 Field Experience)
- EDUC 218.2 Wellness, Movement & Health for Young Children (spring)
- EDUC 321 Language Arts for Children, PK-Grade 4 (spring with 359.2)
- EDUC 322 PK-Grade 4 Inst. Strategies for Math Thinking (spring with 359.2)
- EDUC 359.2 Pre-Student-Teaching Field Experience (spring, 75 hour Stage 3 Field Experience)

#### Recommended for the senior year

- EDUC 370 Seminar for EC: Advocacy, Ethics, Leadership, Collaboration
- EDUC 375-7 Student Teaching Experience (spring recommended, Stage 4 Field Experience)

Please note: Content area tests for PreK-Grade 4 and Special Education administered by Pearson must also be completed successfully before you apply for Teacher Certification in Pennsylvania.

### Professional Special Education Courses Required for Dual Certification

- EDUC 410.3 Language Acquisition and Development
- EDUC 420.3 Differentiating Instruction
- EDUC 421.3 Special Education: Identification & Effective Intervention
- EDUC 422.3 Effective Inclusionary Practices
- EDUC 423.3 Special Education Processes & Procedures
- EDUC 424.3 Educating Students with Disabilities and Exceptionalities
- EDUC 425.3 Comprehensive Literacy Practices for Grades Pre-K-4
- EDUC 426.3 Literacy and Resistance in Secondary Schools
- EDUC 427.3 Literacy Assessment and Evaluation

## Important Guidelines

- Students must complete all foundation (100 level) courses with a grade of C or better in order to continue taking upper level courses. Students in the early childhood program should take Education 100.2 in their first term of study at the College.
- Students must have an overall QPA of 2.7 in order to take education courses at the 200 level or above.
- A lab science (F4) course with a grade of C or better is required prior to enrolling in EDUC 323. MATH 197 with a grade of C or better is the pre-requisite for EDUC 322, and an American history course with a grade of C or better is the prerequisite for EDUC 324.
- All education courses must be completed prior to the start of student teaching. No other courses should be taken during the student teaching semester which is completed in the senior year.
- Any of the above courses which you plan to complete at another institution must have prior written approval of the program coordinator.

## The LinC Requirements

Students must select MATH 197 to fulfill the Learning in Common Quantitative Reasoning (F2) requirement. Students also need an additional half unit course in math. In the multidisciplinary (M) categories, students must take either HIST 113 or 114 to fulfill the history requirement (M1); ENG 101, 102, 103, 104, or 105 to fulfill the Literature (M2) requirement; EDUC 160 to fulfill the Ultimate Questions (M3) requirement; and both EDUC 213.2 and EDUC 214.2 to complete the Aesthetic Expression (M6) requirement. Early childhood candidates must complete an M4 or M5 (but not both). In addition, early childhood candidates must complete only one of the Upper-Division (U) categories.

## Clearance Requirements

There are three clearance checks required of ALL STUDENTS by the Pennsylvania Department of Education at every level of Field Experience. These are: FBI Federal Criminal History Record, Pennsylvania State Police Criminal Record Check, and Pennsylvania Child Abuse History Clearance. Students will be placed in field experiences only if all background checks are clear of record. Clearances must be updated annually and valid for the entire field placement. Unless clearances have been updated, students will be unable to register for Education courses with field experiences. In addition, all students must have a TB test within three months of the start of any field placement.



## The Basic Skills Assessment Requirement

Students in all Pennsylvania Instructional I teacher certification programs must successfully complete basic skills assessments in reading, mathematics and writing. There are two testing options. You may take the Pearson PECT Pre-service Academic Performance Assessment (PAPA) or the ETS Praxis Core Academic Skills for Educators (CORE) exams. Please consult test provider websites for additional information regarding test content, testing locations and registration procedures. See: <http://www.pa.nesinc.com>, select 'tests', then 'PAPA' and/or <https://www.ets.org/praxis/about/core/>. Candidates may combine passing scores from individual PAPA and CORE tests to meet the basic skills reading, math, and writing requirement.

Students may qualify for exemption from the basic skills assessment exams based on their SAT or ACT scores. Please contact the Education Department regarding exemptions and other test related questions you may have. Students may also be exempt from the math basic skills test with a B or above in MATH 197.

Candidates are encouraged to take the PAPA or CORE exams prior to or during the fall sophomore year. If not exempt, all teacher certification candidates will be required to pass these tests prior to admission into the teacher certification program and participation in any Stage 3 Field Experiences.

## The Field Experience

The purpose of the field experience is to provide students with appropriate classroom experiences at each level of their coursework. These are meant to assist the student in determining whether teaching is an appropriate career choice. For those who decide to pursue teacher certification, field experiences will progress from early field experiences to pre-student teaching to student teaching. All field experiences are directly related to materials presented in the sequence of education courses. The Education Department's director of field experiences is responsible for securing all field placements.

Cooperating teachers for field experiences hold appropriate certification and are selected for their willingness and ability to mentor, their excellence in teaching, their knowledge of teaching practice, and their devotion to the teaching profession. The cooperating teacher or any field experience provides a valuable opportunity for students to observe a teaching professional and participate in a classroom setting.

The Early Field Experience (Stage 1 & 2: Observation and Exploration) is an opportunity for the student to become familiar with classroom teaching and responsibilities under extensive support and direction. Students in the Early Childhood program enrolled in EDUC 160, 210/222, and 211 will participate in field experiences and are required to complete a minimum of 40 hours in a classroom for each. There is also a required field experience of 40 hours for special education during the senior year.

The Pre-Student-Teaching Experience (Stage 3) is an opportunity for the student, before student teaching, to experience daily classroom activities as well as planning and presentation of lessons. Students enrolled in EDUC 358.2 and 359.2 will complete a minimum of 75 hours per semester in the fall and spring prior to student teaching.

The Student Teaching Experience (Stage 4) is the culminating experience of the teacher-preparation program. Its purpose is to help the student develop into a competent professional. Student teaching is physically and psychologically exhausting, but it is also satisfying. It is a full-time commitment and will consume most of the student's time in the semester in which it occurs. It takes place under the supervision of qualified program faculty and cooperating teachers. Student teachers will have two experiences (different grades and different schools) over the semester, one in early childhood and one in special education. All placements are in Pennsylvania schools near the College. In addition to daily classroom experience, students enrolled in EDUC 370 Seminar for Early Childhood Educators: Advocacy, Ethics, Leadership, Collaboration, are required to attend a weekly seminar with their College supervisors.

### Testing Requirements for Mathematics (7-12) Early Childhood (PK-Grade 4) and Special Education (PK-8)

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#### \*Basic Skills Assessments

(Administered by Pearson or ETS)

#### PAPA Modules: Reading/Math/Writing

#### &/or CORE Modules: Reading/Math/Writing

#### or testing EXEMPTION based on SAT/ACT scores

**\*REQUIRED PRIOR TO** Acceptance into the Teacher Certification Program and Participation in STAGE 3 PST Field Experiences.

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### Content Area Tests for Early Childhood Education PK-Grade 4 Module 1 (8006) Module 2 (8007) Module 3 (8008) (Administered by Pearson) and Special Education PK-8

**\*\*REQUIRED PRIOR TO** CERTIFICATION IN PENNSYLVANIA.